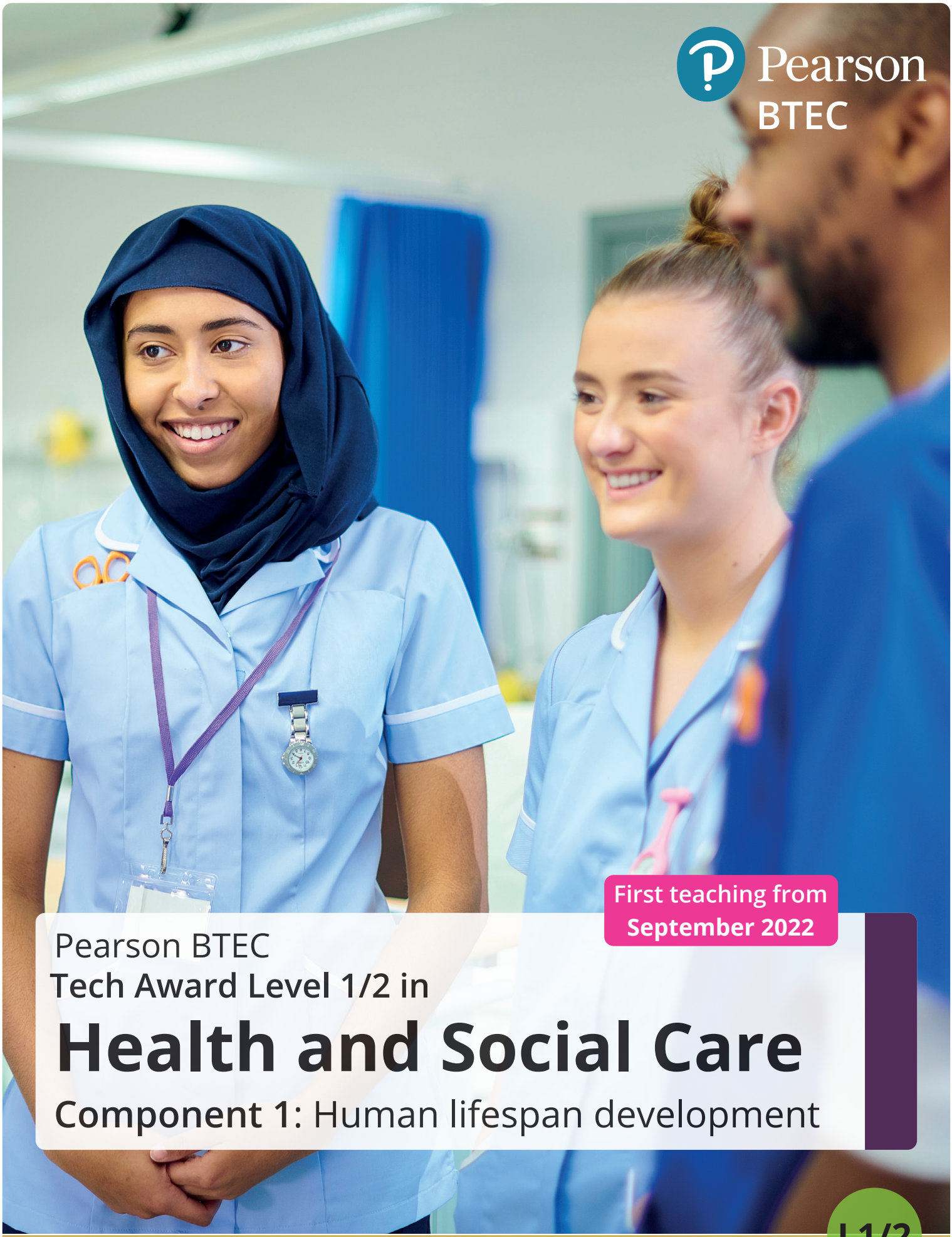

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Health and Social Care

Component 1: Human lifespan development

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Pearson-set Assignment – Sample

Component 1: Human Lifespan Development

First teaching September 2022

Issue 2

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the Instructions to learners section has been amended to clarify that learners may have supervised access to the internet for sourcing audio/visual content and their own course notes. Access to the internet is optional and will not affect access to the full range of available marks.	Pages 1 and 2
The wording in the last bullet point of *Task 3b* section has been amended to clarify that learners need to come up with a new source of support for each individual.	Page 5
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes and sourced audio/visual content can be brought into the supervised assessment.	Pages 8 and 9

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of physical, intellectual, emotional and social (PIES) growth and development through the life stages, the impact of different factors on PIES growth and development, the impact of life events on PIES growth and development and how individuals adapt to these life events.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.
- In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages.
- In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.
- In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1.5 hours to complete Task 1
- 1.5 hours to complete Task 2
- 1 hour to complete Task 3a
- 2 hours to complete Task 3b.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
Component number and title	**1:** Human Lifespan Development
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	When working in health and social care it is important to understand how humans grow and develop physically, intellectually, emotionally and socially, through each of the six life stages. Having a good understanding of the human lifespan means you can identify when factors or life events are positively or negatively impacting on this process.

Task 1	**PIES growth and development through the life stages** Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stages of **early childhood** and **early adulthood**. Your report must include: • how an individual's PIES characteristics grow and develop through the life stages of **early childhood** and **early adulthood** • how the PIES characteristics change from **early childhood** to **early adulthood**.
Learning outcome covered	**A:** Understand human growth and development across life stages and the factors that affect it

Checklist of evidence required	Your report can take **one** of the following formats:
	• a written response of approximately 5–7 pages of A4 which can include supporting images
	• an audio or video recording of you lasting approximately 5–7 minutes
	• a presentation of approximately 10–15 slides which can include any combination of:
	  ○ text
	  ○ images
	  ○ audio/video content lasting no more than 3 minutes.

Resources needed	None
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 1.
Number of marks	12 marks

Task 2	**Impact of different factors on PIES growth and development through the life stages** Produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early childhood and early adulthood. Your report must include: • how the factors of **physical activity** and **supportive/unsupportive relationships** impact the PIES growth and development of individuals in **early childhood** and **early adulthood** • the reasons why there is a difference in the impact of the factors between the given life stages.
Learning outcome covered	**A:** Understand human growth and development across life stages and the factors that affect it
Checklist of evidence required	Your report can take **one** of the following formats: • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: o text o images o audio/video content lasting no more than 3 minutes.
Resources needed	None
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 2.
Number of marks	12 marks

Task 3a	**Impact of life events on PIES growth and development** Read the case studies on **Samir** and **Wendy** provided in *Appendix 1*. Produce a report that considers how each of their life events has impacted on their growth and development **physically**, **intellectually**, **emotionally** and **socially**.
Learning outcome covered	**B:** Understand how individuals deal with life events
Checklist of evidence required	Your report can take **one** of the following formats: • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: o text o images o audio/video content lasting no more than 3 minutes.
Resources needed	Case studies for Task 3a and 3b which can be found in *Appendix 1*.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 3a.
Number of marks	12 marks

Task 3b	**How individuals adapt to life events** Produce a report on how **Samir** and **Wendy**, in the case studies provided in Appendix 1, have adapted to life events. Your report must include: • the different sources and types of support Samir and Wendy accessed to adapt to their life events • the character traits that influenced how Samir and Wendy coped with their life events • a comparison of the ways that Samir and Wendy adapted to their life events and the role that support played • an additional source of support for each individual that is not already mentioned in the case studies and reasons why these sources might be appropriate to Samir's and Wendy's life events.
Learning outcome covered	**B:** Understand how individuals deal with life events

Checklist of evidence required	Your report can take **one** of the following formats:
	• a written response of approximately 5–7 pages of A4 which can include supporting images
	• an audio or video recording of you lasting approximately 5–7 minutes
	• a presentation of approximately 10–15 slides which can include any combination of:
	  ○ text
	  ○ images
	  ○ audio/video content lasting no more than 3 minutes.

Resources needed	Case studies for Task 3a and 3b which can be found in *Appendix 1* on page 22.
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 3b.
Number of marks	24 marks

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 6 supervised hours to complete. This is divided into approximately: • 1.5 hours to complete Task 1 • 1.5 hours to complete Task 2 • 1 hour to complete Task 3a • 2 hours to complete Task 3b. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.

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	Only permitted materials, such as learners' own course notes and sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed. Learners can have access to the internet for sourcing audio/visual content but not to other resources that might compromise the security of the assessment.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: PIES growth and development through the life stages **Learning outcome A: Understand human growth and development across life stages and the factors that affect it**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **superficial** account of an individual's PIES growth and development through the specified life stages • a **superficial** account of how the PIES characteristics change from one of the specified life stages to the next.	**Adequate** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **partially detailed** account of an individual's PIES and development through the specified life stages • a **partially detailed** account of how the PIES characteristics change from one of the specified life stages to the next.	**Good** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **mostly detailed** account of an individual's PIES growth and development through the specified life stages • a **mostly detailed** account of how the PIES characteristics change from one of the specified life stages to the next.	**Comprehensive** knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through: • a **fully detailed** account of an individual's PIES growth and development through the specified life stages • a **fully detailed** account of how the PIES characteristics change from one of the specified life stages to the next.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Impact of different factors on PIES growth and development through the life stages **Learning outcome A: Understand human growth and development across life stages and the factors that affect it**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how specific factors affect PIES growth and development in the specified life stages. Evidenced through: • a **superficial** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **generic** with **few links** made between each of the specified factors and PIES at each life stage • **simplistic** reasons for the difference in the impact of the specified factors between specified life stages, with **few accurate** links made to the PIES at each life stage.	**Adequate** application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. Evidenced through: • a **partially detailed** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **partially specific** with **some links** made between each of the specified factors and PIES at each life stage • **partially developed** reasons for the difference in the impact of the specified factors between specified life stages, with **partially accurate** links made to the PIES at each life stage.	**Good** application of knowledge and understanding of how the given factors affect PIES growth and development in the specified life stages. Evidenced through: • a **mostly detailed** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **mostly specific** with **substantial links** made between each of the specified factors and PIES at each life stage • **mostly developed** reasons for the difference in the impact of the specified factors between specified life stages, with **mostly accurate** links made to the PIES at each life stage.	**Comprehensive** application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. Evidenced through: • a **fully detailed** account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is **completely specific** with **fully made links** between each of the specified factors and PIES at each life stage • **well-developed** reasons for the difference in the impact of the specified factors between specified life stages, with **fully accurate** links made to the PIES at each life stage.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Impact of life events on PIES growth and development **Learning outcome B: Understand how individuals deal with life events**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **superficial** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, with **little clarity** in the links made between the event and the specified areas of growth and development.	**Adequate** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **partially detailed** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making **partially clear** links between the event and the specified areas of growth and development.	**Good** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **mostly detailed** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making **mostly clear** links between the events and the specified areas of growth and development.	**Comprehensive** application of knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. Evidenced through: • a **fully detailed** account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, **making clear** links between the events and the specified areas of growth and development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: How individuals adapt to a life event **Learning outcome B: Understand how individuals deal with life events**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how the individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **superficial** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **generic** • a **superficial** account of the character traits that influenced how each individual in the case studies coped with their life event; character traits show **little relevance** to how each individual coped.	**Adequate** application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **partially detailed** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **partially specific** to the case studies • a **partially detailed** account of the character traits that influenced how each individual in the case studies coped with their life event; character traits are **partially relevant** to how each individual coped.	**Good** application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **mostly detailed** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **mostly specific** to the case studies • a **mostly detailed** account of the character traits that influenced how each individual in the case studies coped with their life event; character traits are **mostly relevant** to how each individual coped.	**Comprehensive** application of knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. Evidenced through: • a **fully detailed** account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are **completely specific** to the case studies • a **fully detailed** account of the character traits that influenced how each individual in the case studies coped with their life events; character traits are **fully relevant** to how each individual coped.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: How individuals adapt to a life event **Learning outcome B: Understand how individuals deal with life events**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **superficial** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **few similarities and differences** from the case studies • additional sources of support recommended for each individual have **little relevance** to their life events and is supported by **little logical reasoning**.	**Adequate** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **partially developed** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **some similarities and differences** from the case studies • additional sources of support recommended for each individual have **some relevance** to their life events and is supported by **partially logical reasoning**.	**Good** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **mostly developed** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **most similarities and differences** from the case studies • additional sources of support recommended for each individual are **mostly relevant** to their life events and is supported by **mostly logical reasoning**.	**Comprehensive** application of knowledge and understanding of the ways individuals in the case studies adapted to their life events. Evidenced through: • a **well-developed** comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on **all similarities and differences** from the case studies in a coherent way • additional sources of support recommended for each individual are **fully relevant** to their life events and is supported by **logical reasoning**.

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Appendix 1: Case studies for Task 3a and Task 3b

Case study 1

Samir, aged 25, was an active member of his local gym. He was in the gym's five-a-side football team and running club. Samir is well liked and known for being cheerful and getting involved with everything.

Two months ago, he injured his back in a car accident. He has had to have a lot of time off work due to his injuries. He is still in pain when he undertakes routine activities. His General Practitioner has prescribed pain relief medication, which he relies on heavily.

Although Samir cannot be actively involved in the gym right now, he has maintained strong links with his friends there. He still goes to meet his friends in the gym cafe every week and goes to all five-a-side games to cheer on his team.

Case study 2

Wendy, aged 41, is obese. Wendy is unhappy with her excess weight as it has led to long-term ill health. Her obesity causes pain in her joints and a shortness of breath when she carries out routine activities. Wendy is having regular blood tests because she has recently developed type 2 diabetes as a direct result of the obesity.

Wendy has been advised by the nurse practitioner at her local health centre that she should lose weight and improve her diet. However, Wendy does not like organised exercise because it reminds her of PE lessons when she was bullied at school. She does not feel able to change her diet and is feeling very negative about the future. The nurse practitioner thinks that Wendy has extremely low self-esteem.

Wendy's friends are concerned about her and have encouraged Wendy to join them for regular walks and to go swimming with them. Wendy always makes up excuses for why she cannot join them.

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